

### Master Teacher

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### Time Allotment

45 minutes

### Overview

Students will learn about immigration, Ellis Island, and tenement life from 1890 to 1924. Each student will create an identity of an immigrant. Essays will describe the fictitious immigrants in detail, who they are, where they came from and what they found when they arrived in New York City.

Students will watch the clips of Ellis Island and use Web sites to research the history of immigrants coming to America and the Statue of Liberty. They will compare past and present immigration.

### Differentiation of Instruction

This lesson plan was written for on-grade-level deaf students. Even though the video is captioned, the teacher may need to interpret as well.

Activities for this lesson are based on guidelines from SC Curriculum Standards Implementation Guide, Chapter Four, pages 7-8, 19. Differentiation of Instruction (<http://www.myschools.com/offices/cso/SIG/k5.htm>) modifications for special needs/or exceptional students are included in the lesson plan. The modifications support the achievement of the selected standards.

### Subject Matter

Language Arts and Social Studies

### Learning Objectives

Students will be able to:

- ✎ Define the seven vocabulary words related to Ellis Island unit;
- ✎ List one reason why immigrants came to America;
- ✎ List the immigrant's first impression of America;
- ✎ Write an essay using the three "w"s (who, where and what).

### South Carolina Standards

(These Standards are available online at [http://www.myschools.com/Offices/CSO/.](http://www.myschools.com/Offices/CSO/))

5<sup>th</sup> grade Social Studies: I.5.2.4 and II.5.5.5  
5<sup>th</sup> grade Language Arts: W 1.63 and R52.1

### Media Components

#### Video

*Reading Rainbow*, Lesson 29, "Watch the Stars Come Out," includes a segment on immigrants' experiences on Ellis Island. The book featured is about the experiences of two children who travel alone to America. The renovations of the Statue of Liberty are discussed.

#### Web Sites

*New York, NY, Ellis Island—Immigration 1900-1920*  
([http://www.cmp.ucr.edu/exhibitions/immigration\\_id.html](http://www.cmp.ucr.edu/exhibitions/immigration_id.html))

This Web site has 24 pictures of Ellis Island and its history.

#### *Immigration Timeline*

(<http://www.historychannel.com/ellisland/timeline/index.html>)

This Web site tells you the timelines about Ellis Island and immigrants.

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*Immigration: Stories of Yesterday and Today*

(<http://teacher.scholastic.com/immigrat/>)

This Web site has three sections:

“Interactive Tour: Ellis Island;” “Coming to America Then and Now”; and “Oral History Scrapbook.” The Interactive Tour takes you to Ellis Island. Coming to America features “Then: Relieve a Boy’s Journey” and “Now: Meet Five Young Immigrants.” You can read more stories in the Scrapbook section.

## Materials

1 transparency of 7 vocabulary words: *alien, foreigner, immigrants, immigration, Ellis Island, tradition* and *festival*

index cards, 5 per student

pencils, 1 per student

paper for note taking and writing essay,

5 sheets per student

## Equipment

television with VCR and remote control

computers, 1 per student or pair of students

chalkboard, chart paper or whiteboard

overhead projector

## Adapting NTTI Strategies for Deaf/Hard of Hearing and/or Visually-Impaired Students

### Adapting Video

- ✎ Closed captioned and total communication for deaf students
  - Interpret (sign) closed-captioned video to provide total communication for deaf students.
    - Use visual communication to enhance understanding of the video scenes for students not reading at the vocabulary level of the captions.
    - Signing over narration helps students focus when an emphasis on

certain information is needed.

- ✎ PAUSE strategy and closed captioned
  - When using closed captioned, pausing the video can cause the loss of 1-3 sentences of closed captioned as the pause is released and the video begins to play at the pause point. Suggestions for modifying the PAUSE strategy:
    - The teacher may need to rewind after the pause and then begin to play the video.
    - Play closed captioned in longer segments and provide a video guide sheet with the **Focus for Media Interaction**.
    - Play the video segments through from the beginning point to the ending point. The **Focus for Media Interaction** would be given at the beginning. Tell the students that they will watch the entire segment, and then watch it again, pausing for them to answer the focus task for each segment. Tell them some of the caption is lost at pause points, read carefully the first time.
- ✎ Non-captioned video
  - Prepare to interpret (sign) the video for deaf students.
  - Arrange for a qualified interpreter to sign the video. Plan the lesson in advance to allow time for this arrangement.
- ✎ Screen size for visually-impaired students
  - Use a projection device with the VCR to project the video to a large screen.
  - Allow students to sit close to TV or large screen.
  - Determine how the students can touch the TV screen, if not by hand, then with a pointer (yardstick). Provide an

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opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

## Adapting Web Sites

### ✎ Web sites with audio

- Provide an interpreter for each hearing-impaired student.
- Use with small groups with teacher interpreting and guiding the activity.
- Direct students to alternate text files for the video/audio if available.

### ✎ Screen size for visually-impaired students

- Use a projection device with the computer to project to a large screen.
- Allow students to sit close to computer screen or projector screen.
- Determine how the students can touch the screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

### ✎ Web sites with total communication for the blind

- Use sites encoded with Braille.
- Use sites with audio.
- Use sites that are easily read by text reader software. (Page is formatted from left to right allowing tab or arrow keys to move the reader through the text and images. Images have alternate text that identifies the image in relation to the text on the page.)

## Prep for Teachers

### ✎ Preview and cue the video.

✎ Write the seven vocabulary words and the meanings on the transparency.

✎ Arrange for VCR and television.

✎ Arrange for overhead projector.

✎ Preview and bookmark the Web sites on each computer to be used by you and the students

✎ When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

## Introductory Activity

**Step 1:** Begin the lesson by explaining to the students that they are getting ready to go to America from their “pretend” homeland—using an imaginary character.

**Step 2:** Introduce the vocabulary words and ask the students to define each word. *alien; foreigner, immigrant, immigration, Ellis Island*. Lead the student discussion to the appropriate definition of each word and write it on the transparency. Give each student five index cards. Then have them copy each word and meaning on their index cards.

## Learning Activities

**Step 1:** Tell the students that they will watch a video about Ellis Island and the immigrants that came to Ellis Island from other countries. They will use information in the video to build the character for their story.

**Step 2:** Insert the video into VCR. PLAY the video at the point that LeVar Burton says, “Hi there and welcome to New York Harbor,” as he jumps from the upper level of the ferry to the lower deck. The ferry is on

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the water in the harbor. Provide students with a **Focus for Media Interaction** asking them to answer the question, “Are the definitions we came up with for Ellis Island, immigrants, alien and foreigner correct for the use of the words in this video clip?” You will need to interpret since some students may not be able to read the captions. PAUSE the video when LeVar says, “Many of the aliens had to come here before they could become American citizens.” The scene is of a large brick building on Ellis Island. Ask students to clarify the definitions on the index cards: alien, foreigner, immigrant are names for people from other countries that chose to come to America. Ellis Island was once the port of entry for all immigrants.

**Step 3:** Ask the students to turn over the “immigrant” and “foreigner” index cards. Write the heading “feelings” on one card and the heading, “experiences” on the other card. Provide students with a **Focus for Media Interaction** by saying: “As you watch the next video clip, list words and phrases that would describe how the immigrants felt upon arriving. Under the heading, “experiences” list events that happened to the immigrants on Ellis Island.

**Step 4:** “PLAY the tape at the pause point. STOP the videotape when LeVar is on the screen sitting on the side of the ferry with Ellis Island in the background and he says, “...children came to Ellis Island without their parents.” Guide the students to discuss and compare the “feelings” list and the “experiences” list. Did they include inferred feelings/experiences as well as stated ones? Tell them that these are the things that they will need to include in their story.

REWIND the tape and then PLAY it to the point where LeVar says, “Many of the aliens had to come here before they could become

American citizens.” The scene is of a large brick building on Ellis Island. Provide students with a **Focus for Media Interaction** by saying: “As you watch the clip this time, add any feelings or experiences that might enhance the story you will write. Imagine yourself as one of the children on the boat arriving at Ellis Island. Are you alone? If not, who are you with?” STOP the videotape when LeVar is on the screen sitting on the side of the ferry with Ellis Island in the background and he says, “...children came to Ellis Island without their parents.” Ask the children to share how they felt as they imagined they were immigrants.

**Step 5:** Students should begin to describe on paper their fictitious character: who is he/she, where he/she came from, why he/she came to America and his/her feelings.

**Step 6:** Tell the students that they will watch part of the story, “Watch the Stars Come Out.” Explain that this story is about two children traveling alone to America. Provide students with a **Focus for Media Interaction** by telling them to add to their feelings/experiences lists words and phrases that are suggested by the story as they view this segment. PLAY the video at the previous stop point.

STOP the video when the picture is of the children on the ferry leaving Ellis Island. The children are saying, “Everyone waved. We did too.” Discuss the experiences or feelings that describe the children’s experiences on the boat to America.

**Step 7:** The students will use the bookmarked Web sites to gain more information to develop their story and character. Monitor the students as they research the bookmarked sites.

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Provide students with a **Focus for Media Interaction** by asking them to explore the bookmarked Web sites, taking notes that will help them develop their character or immigrant.

The Web sites are—

*Ellis Island—Immigration 1900-1920*  
([http://www.cmp.ucr.edu/exhibitions/immigration\\_id.html](http://www.cmp.ucr.edu/exhibitions/immigration_id.html))

*Immigration Timeline*  
(<http://www.historychannel.com/sllisland/timeline/index.html>)

*Immigration: Stories of Yesterday and Today*  
(<http://teacher.scholastic.com/immigrat/>)

### **Culminating Activity**


Each student will write a story about an imaginary immigrant as he or she travels to America and that person's experiences on

Ellis Island. Students will share their essays by telling/signing the story and the stories will be posted on a bulletin board.

### **Cross-Curricular Extensions**

**Math:** Students could watch the final segment of the video about the Statue of Liberty. Ask students to find the measurement of Statue of Liberty and then mark the measurement along the sidewalk with masking tape. Then measure from end to end by using students to see how many students from end to end.

### **Community Connections**

 Locate some of "today's" immigrants in your school or community. Ask them to come to the class and share the reasons for coming to America, their feelings about leaving their home country, and their impressions of America.